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GRADED EXERCISES IN VISUAL DISCRIMINATION

Submitted by

Constance Lee Newton

(A. B. Smith College, 1938)

In Partial Fulfillment of
the Requirements for the Degree
Master of Education

1949

First Reader Helen A. Murphy Associate Professor

Second Reader Donald D. Durrell Dean of the School of
Education

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APRIL 25, 1951

ACKNOWLEDGEMENT

I wish to express my sincere appreciation to Dr. Helen A. Murphy whose guidance has aided materially in this study.

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CHAPTER I

INTRODUCTION

Today it is widely accepted, on the basis of research, that no child can begin to learn to read without readiness for reading. This readiness consists of a background of skills, understandings, and attitudes. Children entering Grade One vary in a great degree as to their development. It is the mandate of the first grade teacher to definitely provide readiness material for those children, showing a need for it. Paul McKee¹ says,

"The suggested program is composed of what may be called six instructional jobs, all of which are to be carried on during the kindergarten year and the early part of the first grade, and most of which, are to be continued through the first grade, after instruction in reading itself has begun. These six jobs, without reference to their relative importance, are as follows: (1) providing training in visual discrimination, (2) providing training in auditory discrimination, (3) developing the understanding that reading matter is to be observed from left to right, (4) providing training in listening, (5) creating a desire to learn to read, and (6) if necessary, constructing concepts and developing listening vocabulary needed for beginning reading."

In this study, we are dealing with but one of these instructional jobs - training in visual discrimination.

¹McKee, Paul - The Teaching of Reading in the Elementary School - Houghton Mifflin Co., Boston, 1948, pp 144-5.



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The training in visual discrimination begins with practice in distinguishing between form, size, and color of objects and shapes. Since most children entering Grade One are able to do this with facility, we are here concerned with the more difficult task of distinguishing between word forms and letter forms. While a child may note the difference between the words "father" and "mother", he may not distinguish between "father" and "farmer", "want" and "went", or "saw" and "was". To the child, entering Grade One, most words look more or less alike. Often the only difference noted is the length of words or the occurrence of double letters. To even begin to read, a child must develop ability in visual discrimination to observe the very small differences in word forms. Lucille Harrison¹ reports that one of the important factors needed for success in reading is an ability to see likenesses and differences. Nila B. Smith² states that an early step in perception is that of discrimination. She says,

"General ability in word recognition cannot progress very far until pupils have developed the particular ability of making visual discrimination, at least to the extent of being able to match word forms."

¹Harrison, Lucille - Reading Readiness - Houghton Mifflin Co., Boston, 1937 (Revised and Enlarged Edition).

²Smith, Nila B. - "Matching Ability as a Factor in First Grade Reading" - Journal of Educational Psychology - Vol. 26, p 560-70, November, 1928.

This book has been developed to provide the kindergarten and first grade child with a systematic course in visual discrimination. The exercises call attention to the differences in letter forms, word forms, and parts of words. These lessons are built to vary in degree of difficulty so should be used in the order they appear. No effort should be made to teach the children either the words or the sounds of the letters. In view of the fact that the child will soon be reading, the words used, for the most part, are those he will meet in his early reading experience. The first three units should be used before reading instruction has begun, while the more difficult exercises, involving words, and parts of words often confused may be used throughout the year. Specific directions for carrying out each lesson are given in the Manual of Directions for the Teacher.

This is one unit in a group study of Word Study Techniques. The remedial vocabulary is used.

CHAPTER II

TEACHER'S MANUAL

UNIT A

Practice in Seeing the Difference Between the
Form of one Letter and the Form of Another Letter

Section a. Matching letters to a given letter when letters are dissimilar. (Lessons 1-6)

Copy the first line on the blackboard, drawing a vertical line after the first letter. Ex: - C | M R C H
Underline the first letter, and ask child to find one exactly like it and underline it. Then instruct the children to do the same thing with the first line on their sheets. See that each child understands and does it correctly, and supervise the second line, pointing out any mistakes. Then instruct the children to finish the page by themselves. In the cases of pages 2, 4 and 6, tell the children that there is more than one letter like the first one.

Section b. Matching letters to a given letter when letters often confused are involved. (Lessons 7-10)

Same directions may be given as those for Section a.



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REPORT OF THE
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FOR THE YEAR 1900

THE UNIVERSITY OF CHICAGO
DEPARTMENT OF CHEMISTRY
CHICAGO, ILL., 1901

PRINTED BY THE UNIVERSITY OF CHICAGO PRESS
1901

Section c. Marking the two repetitions of the same letter in a group of letters. (Lessons 11-14)

Copy the first line on the blackboard. Ask the children to find two letters which are exactly alike, and have a child underline the two similar letters. Then have them find those two letters in the first line on their sheets, and underline them. Supervise the first two lines and then allow children to finish the exercise independently.

Section d. Marking the two repetitions of the same letter in a group of letters which includes letters often confused with given letter. (Lessons 15-16)

Same directions as given for Section c.

Section e. Marking the three repetitions of the same letter in a group of letters. (Lessons 17-18)

Copy the first line of letters on the blackboard. Ask a child to find three letters which are exactly alike and underline them. Repeat this with another child, and if necessary use the same procedure with the second line. Children may then finish the lesson independently.

Section f. Marking the three repetitions of a letter in a group of letters which includes letters often confused with

the given letter. (Lessons 19-20)

Same directions as given for Section e.

Section g. Marking in a sentence the repetition of a letter marked in the first word. (Lessons 21-22)

Copy the first sentence on the board. (Betty sent to see the new pet). Draw a line through the "e" in "Betty". Ask a child to cross out every letter in the sentence or words which is just like the one you crossed out. Allow another child to find those omitted by first child. Then instruct children to do the same thing on their sheets. Those who do it correctly may proceed with the rest of the lesson. For those needing more help, follow the same procedure with the second sentence.

UNIT B

Practice in Seeing Difference Between the
Form of one Initial Blend (2 letter) and
the Form of Another Initial Blend

Section a. Matching initial blends to a given initial blend when letters are dissimilar. (Lessons 22-25)

Copy the first line on the blackboard, drawing a vertical line after the first blend. Ex:- fl | ch tr fl. Underline the first initial blend, have a child frame it with his hands and then find one exactly like it in the row, and frame it. Then he may underline it. Repeat with the second line, making sure that the children understand that they are underlining two letters which are written together, and in the same order. Then proceed to supervise the first two lines on the children's sheets. Then allow children to finish the lesson independently.

Section b. Matching initial blends to a given initial blend, when often confused letters are involved. (Lessons 26-28)

Same directions as given for Section a.

Section c. Marking the two repetitions of the same initial blend in a group of initial blends. (Lessons 29-30)

Copy the first line on the blackboard.

Ex:- st ch st fr. Ask a child to find and frame with his hands two groups of letters which are exactly alike. When he has found them, he may underline them. Continue with board practice for the second line also. Then supervise the children's work on their sheets for the first two lines. Allow them then to finish lesson independently.

Section d. Marking the two repetitions of the same initial blend in a group of blends, which includes letters often confused with those in the given blend. (Lesson 31)

Same directions as given for Section c.

Section e. Marking the three repetitions of the same initial blend in a group of initial blends. (Lesson 32)

Same directions as given for Section c, except that the children must be instructed to find three groups which are exactly alike in each line. Ex:- br bl st bl bl fr.

Section f. Marking the three repetitions of the same initial blend in a group of initial blends which includes letters often confused with those in the given blend. (Lesson 33)

Same directions as given for Section e.

UNIT C

Practice in Seeing Difference Between the
Form of one Final Blend and the Form of
Another Final Blend

Section a. Matching final blends to a given final blend when letters are dissimilar. (Lessons 34-36)

Copy the first line on the blackboard drawing a vertical line after the first blend. Ex:- rm | gh sp rm ng
Underline the first blend, and have a child frame it with his hands. Then have him find and frame one exactly like it. When he has found it he may underline it. Continue practice with the second line. Then supervise the work of the first two lines on the sheet. Children may then finish the lesson independently.

Section b. Matching final blends to a given final blend when often confused letters are involved. (Lessons 37-38)

Same directions as given for Section a.

Section c. Marking the two repetitions of the same final blend in a group of final blends. (Lessons 39-40)

Copy the first line on the blackboard.

Ex:- mp ct sk ct. Ask a child to find and frame with his

hands two groups of letters which are exactly the same. When he has found them he may underline them. Continue with practice on the blackboard for the second line. Then supervise the work on the sheets for these first two lines. Then children may finish lesson independently.

Section d. Marking the two repetitions of the same final blend in a group of final blends which includes letters often confused with those in the given blend. (Lesson 41)

Same directions as given for Section c.

Section e. Marking the three repetitions of the same final blend in a group of final blends. (Lesson 42)

Same directions as given for Section c, except that the children must be instructed to find three groups of letters which are just alike in each line.

Ex:- rm st gh st nd st

Section f. Marking the three repetitions of the same final blend in a group of final blends which includes letters often confused with those in the given blend. (Lesson 43)

Same directions as given for Section e.

UNIT D

Practice in Noting the Difference Between the
Form of one word and the Form of Another

Section a. Matching words to a given word. (Lessons 44-48)

Copy the first line of words on the blackboard, drawing a vertical line after the first word.

Ex:- can | look get can. Underline the first word. Ask a child to find a word exactly like it and frame it with his hands. When he has found it, he may underline it. Follow the same procedure with the second line. Supervise the children while they do the same thing with the first two lines on their sheets. Then they may finish the lesson independently.

Section b. Marking the repetition of a word often misread as a reversal. (Lesson 49)

Copy the first line on the blackboard. Draw a vertical line after the first word and underline it. Then have a child underline the words exactly like the first one.

Ex:- no | in on no do no. Proceed with the second line in the same manner. If a child marks "on"- show him the first letter of "no", and ask him if it is the same as the first letter in "on". Then supervise children as they do the

first two lines on their sheets. They may finish the lesson independently.

Section c. Marking out the one word repeated once in a row of words. (Lessons 50-52)

Copy the first line of words on the blackboard. Ask a child to look at them carefully and then frame with his hands the two words that are exactly alike. When he has found them, he may underline them. Ex:- am do is am. Proceed in the same manner with the second line. When children understand they may work on the first two lines of their sheets. Supervise this work. Then children may continue the lesson independently.

Section d. Marking out the one word repeated twice in a row of words. (Lessons 53-55)

Same directions as for Section c, except that children shall be instructed to find three words exactly the same in each line. Ex:- for she now she nut she .

Section e. Matching words in one column with words in another column. (Lessons 56-60)

Copy the first exercise on the blackboard.

see	can
can	bus
bus	see

Ask a child to frame the first word in the first column and then find one exactly like it in the second column. When he has found it he may draw a line from the first word to the matching word in column 2. The same procedure may be followed by another child with the second word in column 1, and so on until each word in the first column is connected with a matching word in column 2. Supervise the work on the childrens' sheets for the first exercise, and then have them finish the lesson independently.

Section f. Finding a flashed word in a row of words.

(Lessons 61-62)

For this section the following word cards are to be used:

Lesson 61

at, no, boy
net, can, saw

Lesson 62

want, their, brown
first, worked, carried

Say to children, "Look at this page with words on it. Place your marker under the first line. I am going to hold up a card that has one word on it, which looks like one of the

The first of these is the fact that the
 government has been unable to
 secure the necessary funds to
 carry out its policy. This is due
 to the fact that the government
 has been unable to secure the
 necessary funds to carry out its
 policy. This is due to the fact
 that the government has been
 unable to secure the necessary
 funds to carry out its policy.

Table 1	
Year	Amount
1950	100
1951	120
1952	150
1953	180
1954	200
1955	220
1956	250
1957	280
1958	300
1959	320
1960	350
1961	380
1962	400
1963	420
1964	450
1965	480
1966	500
1967	520
1968	550
1969	580
1970	600
1971	620
1972	650
1973	680
1974	700
1975	720
1976	750
1977	780
1978	800
1979	820
1980	850
1981	880
1982	900
1983	920
1984	950
1985	980
1986	1000
1987	1020
1988	1050
1989	1080
1990	1100
1991	1120
1992	1150
1993	1180
1994	1200
1995	1220
1996	1250
1997	1280
1998	1300
1999	1320
2000	1350
2001	1380
2002	1400
2003	1420
2004	1450
2005	1480
2006	1500
2007	1520
2008	1550
2009	1580
2010	1600
2011	1620
2012	1650
2013	1680
2014	1700
2015	1720
2016	1750
2017	1780
2018	1800
2019	1820
2020	1850
2021	1880
2022	1900
2023	1920
2024	1950
2025	1980
2026	2000
2027	2020
2028	2050
2029	2080
2030	2100

words in this row." (Hold up card #1.) "Find the word that looks just like this one and make a frame around it with your hands." (Give help where it is needed.) "Draw a ring around the word. Now move your marker down under the next line. Be sure to watch the card all the time I hold it up." (Hold card #2 up for five seconds). Say, "Draw a ring around it." Continue similarly with the rest of the words. Say, "Look" before each card is exposed.

Section g. Marking the repetition of a word in a short group of sentences. (Lessons 63-64)

Copy the first group of sentences on the blackboard.

Ex:- We have a new dog.

It is a black and white dog.

The name of our dog is Jack.

He is a very big dog.

Write separately on the board the word "dog". Have a child frame the word. Then have him find this word in the sentences, and underline it each time he finds it. Then supervise the children while they follow the same procedure on their sheets. They may then proceed independently with the other two groups of sentences. If you wish, read these sentences to the children.

the first of these is the fact that the
 system is not a simple one, and that
 the results are not always the same.
 The second is that the system is not
 a simple one, and that the results are
 not always the same.

The third is that the system is not a
 simple one, and that the results are
 not always the same.

The fourth is that the system is not a
 simple one, and that the results are
 not always the same.

The fifth is that the system is not a
 simple one, and that the results are
 not always the same.

The sixth is that the system is not a
 simple one, and that the results are
 not always the same.

The seventh is that the system is not a
 simple one, and that the results are
 not always the same.

The eighth is that the system is not a
 simple one, and that the results are
 not always the same.

The ninth is that the system is not a
 simple one, and that the results are
 not always the same.

UNIT E

Practice in Noting Similarity and Difference
in Initial and Final Letters of Words

Section a. Marking in a row of words all words beginning with specified letter. (Lessons 65-67)

Copy the first row of words on the blackboard, placing the letter "w" at the beginning.

Ex:- w | wee saw will barn were what. Underline the letter "w," and then ask a child to underline every word that begins with that letter. Make certain that the children understand the meaning of the beginning of the word or the first letter. Continue with blackboard practice with the second line again stressing the beginning of a word. Supervise the children while they do the first two lines on their sheets. Those who do it correctly may finish the lesson. Provide further board practice for those needing it.

Section b. Marking in a row of words all words ending with a specified letter. (Lessons 68-69)

Copy the first line of words on the blackboard, placing the letter "w" at the beginning.

Ex:- w | cow saw my flew had caw.

Underline the letter "w," and then ask a child to underline



each word that ends with this letter. Stress the meaning of the term ending or last letter. Then proceed as in Section a.

Section c. Marking in a column of words those beginning with a specified letter. (Lessons 70-71)

Copy the first column of words on the blackboard.

Ex:- w

was

went

under

where

yellow

Make a "w" above the column and underline it. Ask a child to find, frame, and underline each word that begins with the same letter that he sees above the words, indicating the "w." Proceed in the same manner with the second column of words. The children may then mark these two columns on their sheets. If correct, they may finish the lesson independently. For those needing more help, further blackboard practice may be given.

Section d. Marking in a column of words those ending with a specified letter. (Lessons 72-73)

Copy the first column of words on the blackboard, heading the column with the letter "y".

Ex:- y
lay
money
yes
plenty
suddenly

Ask a child to find and frame, then underline each word that ends with the letter at the head of the column, indicating the "y". Make certain he understands where the end of the word is. Then proceed with the lesson as in Section c.

Section e. Marking in a column of words those words beginning with the same letter. (Lessons 74-76)

Copy the first column of words on the blackboard. Have children look at list carefully to note the words beginning with the same letter. Then have a child frame and underline all the words that begin with the same letter. Do likewise with the second column, calling attention to the fact that we do not necessarily underline the first word. Then supervise the children's work while they complete the first three columns. They may then finish the lesson independently.

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Section f. Marking in a column of words those words ending with the same letter. (Lessons 77-78)

Same directions as given for Section e with the exception that the children are to note similar final letters in the word columns.

Section g. Marking in a row of words those words beginning with the same letter as a specified word at the beginning of the row. (Lessons 79-81)

Copy the first line on the blackboard, drawing a vertical line after the first word. Frame with hands the first word and have the children note carefully the first letter. Then ask a child to find and underline every word in the row of words which begins with the same letter as that word. Follow the same procedure with the second line, being sure that the children observe the first word and its beginning carefully. Then supervise the children while they do the first two lines. They may then finish the lesson independently.

Section h. Marking in a row of words those words ending with the same letter as the word specified at the beginning of the row. (Lessons 82-83)

Same directions as those given for Section g, only

noting this time the final letter of the first word in the row, and then locating all words ending with the same letter, as the final letter in the first word.

Section i. Crossing out in a row of words the one word not beginning with the same letter. (Lessons 84-86)

Copy the first row of words on the blackboard.

Ex:- after again snow away about ago. Ask children to find one word in the row that does not begin like all the other words. When a child finds the word, he may cross it out. Follow the same procedure with the second line. After the children understand the work in the first two lines, they may finish the lesson independently.

Section j. Crossing out in a row of words the one word not ending with the same letter. (Lessons 87-88)

Copy the first line of words on the blackboard. The directions are the same as for Section i, except that this time, the children are to find the one word in each row that does not end with the same letter as all the other words.

Section k. Marking with different colors, words beginning with specified letters. (Lessons 89-90)

1870
The first of the year was a very
successful one for the
company. The sales were
very good and the
profits were high.

The second of the year was also
very successful. The sales were
very good and the profits were
high. The third of the year was
also very successful. The sales were
very good and the profits were
high. The fourth of the year was
also very successful. The sales were
very good and the profits were
high.

The fifth of the year was also
very successful. The sales were
very good and the profits were
high.

The sixth of the year was also
very successful. The sales were
very good and the profits were
high. The seventh of the year was
also very successful. The sales were
very good and the profits were
high.

The eighth of the year was also
very successful. The sales were
very good and the profits were
high.

The ninth of the year was also
very successful. The sales were
very good and the profits were
high.

The tenth of the year was also
very successful. The sales were
very good and the profits were
high.

Have the children circle the letter "s" with red, and the letter "t" with green. Then ask them to find every word in that story that begins with that letter (indicating the "s") and underline it with a red crayon. Then they may find every word that begins with this letter (indicating the "t") and underline it with a green crayon. Give necessary help until children understand the lesson. For the following paragraphs, be sure to indicate the color for each letter first. Also stress that it is the first or beginning letter of the words at which they must look very carefully.



UNIT F

Practice in Distinguishing Between the
Form of a Group of Letters and the
Form of Another Group of Letters

Section a. Marking words in a row that have the same beginning two letters as specified at the beginning of the row.
 (Lessons 91-96)

Copy the first row on the blackboard, drawing a vertical line after the letters "bi."

Ex:- bi | bird black big brown. Underline "bi," and then ask a child to find, frame, and underline each word in the line that begins with these two letters. Copy the second line on the board and follow the same procedure. When the children understand, supervise their work on the first two lines of their sheets. Then allow them to finish the lesson independently.

Section b. Marking words in a row that have the same beginning two letters as a given word. (Lessons 97-99)

Copy the first line of words on the blackboard drawing a vertical line after the first word.

Ex:- large | land looked late lamb.

THE HISTORY OF THE
CITY OF BOSTON
FROM 1630 TO 1880

By J. B. HARRIS, Esq., of the City of Boston.

Published by J. B. HARRIS, Esq., of the City of Boston.
In the City of Boston, at the Office of the Author, No. 10, South Street, opposite the City Hall, on the 1st of January, 1880.

Printed by J. B. HARRIS, Esq., of the City of Boston.

Entered as Second-Class Matter, June 15, 1879, under No. 10,000, Post Office at Boston, Mass., and for mailing at special rate of postage provided for in Act of October 3, 1879, authorized on July 1, 1880.

Accepted for mailing at special rate of postage provided for in Act of October 3, 1879, authorized on July 1, 1880.

Frame with hands the first word and have children note the first two letters. Then ask a child to find, frame, and underline every word in the line that begins with the same two letters as that word. Follow the same procedure with the second line stressing the importance of looking at the first two letters. Supervise the children while they complete the first two lines on their sheets, and then have them complete the lesson independently.

Section c. Matching words in one column with words in another column, that have the same two letter beginnings.
(Lessons 100-101)

Copy the first pair of columns on the blackboard.

Ex:-	spin	black
	blue	frog
	from	spoon

Frame the first word in the first column. Ask children to look at the first two letters of this word, and then find a word in the second column that has the same two beginning letters. When a child finds it, he may be directed to draw a line connecting the two words. Then call his attention to the second word in the same manner, and have him draw the connecting line. After this pair of columns has been completed, supervise the children while they complete the same



pair on their sheets. Continue to give help with the following pairs of columns until the children can finish the lesson independently.

Section d. Finding words in a column that have the same beginning two letters as the word at the head of the column. (Lessons 102-103)

Copy the first column of words on the blackboard, underlining the first word. Frame the first word, asking the children to notice carefully the first two letters of the word. Then ask a child to find, frame and underline each word that has exactly the same first two letters. Be sure to call attention to the beginning of the word. Follow the same procedure with the second column. After supervising the children's work on their sheets for the first two columns, allow them to finish independently.

Section e. Marking words in a row that have the same two letter endings as specified at the beginning of the row. (Lesson 104-105)

Copy the first line on the blackboard drawing a vertical line after the letters "rd" at the beginning of the line. Ex:- rd | hard bear board heard card. Underline "rd", and then ask a child to find, frame, and

underline all the words in the line that end with those two letters. Follow the same procedure with the second line. Stress the importance of looking at the last two letters, or end, of the words. Supervise the work of the children on the first two lines on their sheets, and then they may complete the lesson independently.

Section f. Marking one syllable words in a row that have the same two letter endings as given one syllable words.

(Lessons 106-107)

Copy the first line on the blackboard, drawing a vertical line after the first word.

Ex:- ran | can boy pan man find.

Frame and underline the first word, and direct children to notice the last two letters. Then ask a child to find and underline each word that has the same last two letters, as this word, (indicating "ran"). Continue similarly with the second line. Supervise the work of the first two lines on the sheets, and then children may complete the lesson.

Section g. Marking one syllable words in a column that have the same two letter endings as a word given at the head of the column. (Lessons 108-109)

Copy the first column of words on the blackboard, underlining the first word.

Lx:- toy
 man
 rake
 joy
 saw
 boy
 let

Direct the children to notice the last two letters of the word at the head of the column, and then ask a child to find, frame, and underline each word in the column that ends, has the same two letter ending as the word at the top (indicating "toy"). Proceed likewise with the second column. Give necessary help while children complete the first two columns on their sheets, and then have them finish the lesson independently.

Section h. Matching words in one column with words in another column that have the same two letter endings.
 (Lessons 110-111)

Copy the first pair of columns on the blackboard.

Ex:- bump	drink
wish	curl
thank	farm
warm	jump
girl	wash

Frame the first word in the first column. Direct children to note carefully the last two letters in this word, and then find a word in the second column that has the same two last letters. When a child finds it, he may draw a connecting line between the two words. Then frame the second word, and proceed in the same manner. After this pair of columns has been completed, supervise the children while they complete the first pair of columns on their sheets. If necessary, follow the same procedure on the blackboard with the second pair of columns. When children are able, they may complete the lesson independently.

Section 1. Finding words in a column that have the same final two letters as the word at the head of the column.
(Lessons 112-113)

Copy the first column of words on the blackboard,

underlining the word at the head of the column.

Ex:- much
 chair
 watch
 turn
 which
 help

Frame the first word directing the children to notice the last two letters, and then ask a child to find, frame, and underline each word that ends with the same two letters as this word (indicating "much"). Follow the same procedure with the second column. After supervising the children's work on the first two columns of their sheets they may complete the lesson independently.

Section 1. Marking in a row of words the repetition of a group of letters. (Lessons 114-116)

Copy the first row of words on the blackboard.

Ex:- girl bird first third

Have the children look at these four words carefully, and find the part of each word which looks just alike. As they find "ir" in each word have a child underline this part in each word. Then copy the second line on the board, and find the group of letters in each word which is the same. It may

be necessary to put several more examples on the board before the children understand the lesson.

CHAPTER III

EXERCISES

UNIT A

Section a.Lesson 1

C	M	R	C	H
F	L	F	S	B
L	N	O	Y	L
B	C	P	B	X
H	H	U	W	B
M	T	M	D	E
P	O	S	P	L
G	H	G	I	P

Lesson 2

S	M	R	S	F	T	S
F	L	Y	M	F	D	F
R	R	U	G	R	T	R
C	H	C	I	N	C	U
J	L	R	J	J	B	T
M	V	M	Z	T	M	H
P	F	C	P	L	K	P
V	M	D	R	V	U	V

Lesson 3

h	r	l	h	t
c	m	o	r	c
b	e	b	a	y
m	c	l	r	m
i	e	i	c	a
g	g	h	t	f
p	m	p	i	t
f	h	l	f	r

Lesson 4

s	m	s	t	s	f	r	s
r	g	n	y	r	h	r	u
e	y	e	n	e	b	t	e
b	o	c	b	m	f	b	x
g	d	e	g	j	l	g	f
a	r	a	b	c	a	m	i
n	f	n	t	b	r	n	g
w	y	l	w	n	t	h	w

Lesson 5

L	C	t	L	E
n	P	y	S	n
E	G	o	E	c
y	t	y	M	T
v	W	e	v	n
N	e	P	w	N
C	h	C	u	T
r	R	c	r	Z

Lesson 6

B	c	h	B	t	H	b	B
m	w	m	F	g	l	m	T
A	H	a	R	A	s	y	A
u	u	m	U	t	u	b	u
y	P	n	y	h	j	y	U
H	D	S	H	n	h	H	I
f	l	R	h	f	m	f	y
p	n	p	R	p	h	d	F

Section b.Lesson 7

B	P	D	B	R
W	N	W	M	H
C	G	O	D	C
P	F	P	R	B
F	F	T	E	L
D	C	Q	D	O
N	M	N	V	V
T	L	H	F	T

Lesson 8

N	M	T	W	N	H	X	N
B	B	P	R	F	B	F	B
E	L	F	E	H	I	E	K
C	G	O	C	G	Q	D	G
Z	Y	T	Z	H	F	T	Z
A	V	A	N	R	A	V	I
M	M	V	N	H	Z	M	X
P	P	D	R	P	F	B	P

Lesson 9

a	c	a	o	e
d	b	q	d	p
n	n	m	w	h
t	l	t	f	h
w	h	n	m	w
g	b	g	d	y
b	d	b	p	q
p	d	q	p	b

Lesson 10

c	o	a	c	e	c	d	c
g	d	b	g	p	g	h	q
n	u	m	n	v	n	h	w
p	p	d	f	b	p	q	p
r	n	r	r	i	m	r	v
b	h	b	p	t	b	g	b
m	m	h	n	w	m	u	m
t	l	h	t	f	t	b	t

Section c.Lesson 11

r	f	c	f	a
o	e	u	a	u
c	h	t	r	t
b	v	v	n	w
t	h	e	c	h
l	h	c	m	m
o	r	h	f	r
p	n	j	s	j

Lesson 12

m	r	c	f	s	c	h
i	w	t	n	g	w	x
k	y	g	v	g	h	r
m	p	s	o	f	n	o
j	n	s	l	u	s	d
r	s	a	n	f	a	y
m	v	x	f	h	t	m
u	t	h	v	t	w	z

Lesson 13

n	y	p	r	r	l	y
k	t	b	l	k	h	d
o	r	e	x	z	e	n
p	s	l	d	h	l	r
n	v	x	h	v	r	z
z	b	r	x	u	t	x
a	g	z	c	p	z	n
o	c	r	n	r	u	t

Lesson 14

d	r	h	u	p	c	r
c	x	v	i	t	i	n
n	r	i	u	n	h	t
j	h	b	l	h	g	r
s	r	n	u	u	v	w
t	j	l	p	t	j	y
s	j	g	y	p	g	n
h	b	t	p	r	r	b

Section d.Lesson 15

m	d	p	d	f
q	d	s	f	g
h	n	m	u	n
o	c	a	c	e
b	g	p	h	p
m	u	h	n	u
m	w	n	w	h
q	b	p	d	b

Lesson 16

h	p	d	q	f	p	b
g	f	d	h	b	l	d
q	b	p	l	h	q	t
d	y	b	p	b	q	g
h	n	m	u	n	c	f
d	p	g	q	c	g	b
o	a	e	c	e	u	r
m	u	c	w	n	w	h

Section e.Lesson 17

c	t	c	r	c	s
y	f	n	f	f	o
s	u	h	l	h	h
z	o	v	o	y	o
t	j	j	p	j	k
r	n	r	t	x	r
p	y	f	y	y	t
c	l	i	l	f	l

Lesson 18

r	n	c	y	n	d	n	x
b	h	t	u	t	y	c	t
l	i	j	h	i	z	n	i
s	z	x	s	m	u	s	r
o	m	c	m	p	d	u	m
y	v	v	r	t	v	n	v
c	u	e	r	e	f	o	e
a	r	e	a	n	o	c	a

Section f.Lesson 19

b	h	d	b	g	b
a	c	e	c	c	o
m	u	u	h	n	u
g	q	y	q	q	p
u	w	w	n	w	m
r	h	f	l	f	t
p	d	g	d	b	d
u	n	m	m	w	m

Lesson 20

p	d	g	p	b	h	p	q
u	n	m	n	r	n	n	w
q	d	g	g	b	g	t	p
d	h	d	p	b	g	t	p
w	n	u	w	m	n	w	v
o	c	e	c	c	u	a	p
p	b	n	d	b	g	q	b
q	q	d	g	b	q	p	h

Section g.

Lesson 21

Betty went to see the new pet.
The kitten is in the little crib.
Tom took the cover off the pot
Jane played games all day.
He saw six schools, Betsy.
He got ten letters today.
Here are four brown rubbers.
The calf is afraid of the farmer.

Lesson 22

Up and down the rabbit hopped.
A big dark bear played in the barn.
The funny puppy was running.
Ned did put the baby's ball down.
Her mother made some new mittens.
At night the tired horse came home.
Tags, go get the green top.
Our horse ran around the red barn.

UNIT 5

Section a.Lesson 13

fl	ch	tr	fl
st	pr	st	gl
br	sh	wh	br
pl	pl	sw	fr
sw	sp	wh	sw
th	bl	th	pr
dr	dr	st	fl
ch	tr	gl	ch

Lesson 14

tr	ch	st	br	tr	sm
ch	gl	fr	ch	th	sh
sp	sn	th	fl	sp	pr
fr	tr	wh	fr	tr	sm
gl	br	pl	sh	fl	gl
wh	sh	wh	sw	sm	th
br	fr	bl	br	th	st
sc	tr	sn	cr	sh	sc

Lesson 25

cr	sn	cr	fl	sw	cr	th
fl	tr	sp	fl	pr	fl	th
sh	bl	pr	sh	gl	sc	sh
tr	ch	tr	bl	tr	sm	gl
dr	st	dr	cl	fr	dr	pl
bl	fr	sw	bl	sh	cr	bl
st	ch	st	fr	bl	st	tr
wh	br	sn	wh	tr	sl	wh

Section b.Lesson 26

pl	bl	pl	sp
gr	gl	br	gr
sn	sm	sn	sh
th	ch	tw	th
br	br	bl	dr
dr	gr	dr	fr
ch	cl	th	ch
gr	gr	dr	pr

Lesson 17

sm	st	sn	sh	sm	sp
br	gr	bl	br	dr	tr
gr	br	dr	gl	gr	fr
pl	fl	pl	pr	bl	gl
th	tw	sh	tr	ch	th
cl	gl	ch	fl	cl	cr
fl	pl	sl	fr	gl	fl
wh	sw	wh	ch	tw	th

Lesson 28

sm	sm	sh	st	sn	sm	sw
br	dr	br	pr	br	bl	tr
sh	st	sm	sh	sn	sh	sh
pl	fl	sp	pl	pr	pl	cl
th	br	th	sh	wh	fl	th
gr	pr	dr	gr	br	gr	tr
cl	ch	cl	tr	cl	fl	cl
pr	dr	br	pr	pl	pr	gr

Section c.Lesson 29

st	ch	st	fr
sn	bl	bl	th
bl	th	th	cr
wh	cr	wh	fl
sp	gr	gr	th
tw	cr	sh	tw
br	sh	tr	sh
fr	wh	fr	sq

Lesson 30

st	fl	ch	tr	fl	pr
wh	sn	gr	pl	gr	sp
gl	th	fr	st	th	wh
cr	wh	sn	sq	pr	sq
br	st	cl	pr	cl	fr
ch	tr	sn	dr	ch	sw
th	sc	bl	st	sc	pr
cr	tw	sh	fr	br	sh

Section d.Lesson 71

bl	fr	dr	bl	pl	bl
sm	sn	sw	sn	sn	sc
pr	br	fr	pr	gr	pr
ch	cl	fl	gl	cl	cl
sn	sh	sh	sm	sw	sh
gr	dr	dr	br	fr	dr
sl	st	st	fr	st	sh
gl	gr	gr	dr	gr	br

Section e.Lesson 72

br	bl	st	bl	bl	fr
sw	bl	cr	fl	cr	cr
sh	gr	sh	cr	pl	sh
fr	st	st	bl	tw	st
bl	gr	sn	th	sn	sn
pr	ch	pr	sn	wh	pr
br	sl	ch	sl	sl	gl
cr	wh	fl	wh	st	wh

Section f.Lesson 33

st	sh	th	sh	ch	sh
ar	br	gr	br	br	fr
sm	sw	sn	sw	st	sw
pl	rl	pl	bl	pl	gl
gl	pr	gr	dr	gr	gr
sh	sn	sw	sn	sm	sn
th	wh	ch	cr	ch	ch
dr	pr	br	dr	gr	dr

UNIT C

Section a.Lesson 34

rm	gh	sp	rn	ng
ng	th	ng	rl	st
pt	ch	rb	nt	pt
gh	rl	pt	fh	mp
sk	sk	gh	nt	rt
nt	lp	nt	rd	sp
rd	rl	rd	sp	gh
ft	rn	sk	ft	ld

Lesson 35

rd	gh	ft	rd	ng	st	nt
gh	lp	rp	lt	rn	gh	rk
pt	th	rt	gh	pt	rb	ch
ng	rl	sh	nd	sk	ng	rl
mp	sh	nt	mp	th	gh	rn
ct	sp	nd	rl	ct	sk	gh
th	rk	th	rb	st	ft	rm
nk	rm	gh	sp	nk	th	rd

Lesson 36

rm	st	rm	gh	nd	rm	ct
ch	rt	sp	ch	ft	ld	ch
ft	ft	rp	ct	ft	nd	sp
nd	gh	cl	nd	mp	sh	nd
sp	rk	sp	rn	ct	sp	ft
rk	nt	ld	ch	rk	lp	rk
lp	lp	th	rd	nk	nt	lp
nt	gh	nt	rm	nt	sk	ch

Section b.Lesson 37

sh	sk	ch	sp	sh	st	th
mp	nt	ng	sp	rp	mp	lp
nd	ng	mp	nd	rd	gh	sp
lp	lt	rt	pt	lp	rl	mp
rn	rm	rn	mp	rp	rd	nd
ft	lt	rl	ft	pt	lp	th
rl	rp	lp	rn	rm	rl	lt
ng	nd	gh	nt	mp	nk	ng

Lesson 38

rp	rd	rp	ng	rt	gh	rp
lt	lp	rl	lt	ld	lt	ft
ng	ng	gh	mp	nd	ng	rd
rl	lp	rl	lt	rn	rl	rn
nd	nd	nt	mp	ng	nd	nk
ld	lp	ld	rb	lt	ft	ld
rm	rn	nd	rm	rm	ng	rk
gh	ng	gh	nd	mp	nt	gh

Section c.Lesson 39

rn	ft	rn	gh
mp	ct	sk	ct
rn	ld	ch	ld
rk	ct	mp	rk
lp	rd	sk	rd
rn	ng	ng	ch
lt	gh	mp	lt
nt	sp	ft	sp

Lesson 40

sk	ld	gh	nt	ld	mp
ft	ng	rb	st	nd	st
lt	rn	sh	rn	lp	ch
gh	ld	ct	rp	gh	st
ch	pt	rk	th	pt	mp
rn	ld	ft	sk	nd	sk
nd	rt	th	th	ct	rd
rl	mp	ft	th	mp	rn

Section d.Lesson 41

nd	ng	mp	ng	rn	rd
lp	lt	ld	rl	ld	ft
rt	rm	nt	rn	nd	rn
rd	rp	rd	rp	nd	rk
sh	sk	rk	st	sk	sp
ch	ct	ft	ld	ct	rt
rd	rp	lp	rd	rp	pt
nd	ch	lp	gh	ng	gh

Section e.Lesson 42

rm	st	gh	st	nd	st
pt	ch	rl	ft	rl	rl
lt	mp	sk	mp	mp	nt
sp	rt	nt	rt	sh	rt
lp	th	th	rm	th	nd
rt	rk	ft	sp	ft	rd
st	lp	lp	nk	ch	lp
lp	ch	nt	sh	nt	nt

Section f.Lesson 43

ct	mp	st	mp	mp	ch
nd	rn	nd	sp	nd	rt
nk	ct	ft	rm	rm	rm
ld	lp	pt	lt	lp	lp
lt	th	sh	th	rn	th
rp	ld	rd	ld	lp	ld
rt	rn	rt	st	nt	rt
sh	rt	st	pt	st	st

Table 1					
Summary of Data					
Year	Q1	Q2	Q3	Q4	Total
2010	100	120	110	130	460
2011	110	130	120	140	500
2012	120	140	130	150	540
2013	130	150	140	160	580
2014	140	160	150	170	620
2015	150	170	160	180	660
2016	160	180	170	190	700
2017	170	190	180	200	740
2018	180	200	190	210	780
2019	190	210	200	220	820
2020	200	220	210	230	860

Table 2					
Detailed Data					
Year	Q1	Q2	Q3	Q4	Total
2010	100	120	110	130	460
2011	110	130	120	140	500
2012	120	140	130	150	540
2013	130	150	140	160	580
2014	140	160	150	170	620
2015	150	170	160	180	660
2016	160	180	170	190	700
2017	170	190	180	200	740
2018	180	200	190	210	780
2019	190	210	200	220	820
2020	200	220	210	230	860

UNIT D

Section a.Lesson 44

can	look	get	can
red	some	red	farm
big	two	put	big
man	old	man	up
ball	ball	four	now
yes	the	we	yes
see	table	see	oh
did	did	get	will

Lesson 45

car	cry	car	cow
two	the	sit	two
fun	for	funny	fun
get	get	go	girl
my	me	yes	my
him	oh	him	hen
we	eat	well	we
day	did	hay	day

Lesson 46

about	over	fast	about	thank
down	yes	down	little	stop
city	play	fire	wagon	city
night	brown	night	round	town
said	there	will	said	guess
where	think	friend	letter	where
apple	bird	apple	likes	happy
three	brown	father	three	chair

Lesson 47

your	yellow	young	your	our
could	called	color	old	could
bear	beat	bear	been	read
fast	funny	father	asked	fast
gray	guess	stay	gray	great
come	can	come	some	came
them	this	stem	their	them
want	what	want	went	where

Lesson 48

flower	forget	father	friend	flower	fellow
wanted	wishes	wanted	window	would	went
morning	making	moving	market	mother	morning
children	Christmas	children	chicken	chimney	chairs
heard	head	beard	heard	hard	heart
against	about	against	already	again	anything
evening	ever	evening	elves	every	everything
father	fatter	feather	flower	finer	father

Section b.Lesson 49

no	in	on	no	do	no
to	as	at	to	an	to
saw	said	was	saw	saw	see
come	came	come	coat	come	call
want	want	went	what	want	who
horse	hands	horse	house	head	horse
could	called	could	came	could	cold
when	where	whose	when	what	when

Table 1

Year	1990	1991	1992	1993	1994	1995
Population	100	100	100	100	100	100
Urban	50	50	50	50	50	50
Rural	50	50	50	50	50	50
Male	50	50	50	50	50	50
Female	50	50	50	50	50	50
Age 0-14	20	20	20	20	20	20
Age 15-64	60	60	60	60	60	60
Age 65+	20	20	20	20	20	20

Source: Census Bureau

Table 2

Year	1990	1991	1992	1993	1994	1995
Population	100	100	100	100	100	100
Urban	50	50	50	50	50	50
Rural	50	50	50	50	50	50
Male	50	50	50	50	50	50
Female	50	50	50	50	50	50
Age 0-14	20	20	20	20	20	20
Age 15-64	60	60	60	60	60	60
Age 65+	20	20	20	20	20	20

Section c.Lesson 50

am	do	is	am
to	we	at	we
we	on	it	on
was	did	all	all
fun	see	one	see
two	her	get	her
car	car	eat	got
the	box	the	for

Lesson 51

dinner	from	hand	from	play
first	over	happy	want	happy
water	many	thank	with	water
green	farm	farm	door	must
good	does	table	good	home
city	hungry	street	hungry	think
baby	eggs	baby	laugh	paper
around	name	house	fast	name



Lesson 52

this	then	their	they	then
stay	shore	store	story	store
hand	hard	hear	hard	head
came	come	came	coming	count
book	look	boot	book	hood
tree	these	three	these	them
wish	which	wish	where	witch
gave	love	give	live	love

Section d.Lesson 53

you	pet	top	cow	pet	pet
for	she	now	she	nut	she
hay	was	hay	old	hay	got
his	out	pig	out	out	did
one	yes	man	yes	rat	yes
and	sky	and	pie	and	cup
too	boy	run	boy	boy	now
any	red	any	any	owl	toy

Lesson 54

big	dog	pig	big	dig	big
toy	top	hop	top	top	out
now	her	her	has	her	hen
man	car	can	ran	can	can
owl	now	bow	now	how	now
cut	put	but	bug	put	put
him	hit	him	hid	his	him
ate	eat	egg	eat	ear	eat

Lesson 55

want	went	won't	want	wish	want
homes	house	how	house	horse	house
thank	their	think	thing	think	think
begin	begging	behind	begin	begin	began
first	faster	farther	faster	father	faster
snow	store	stop	show	show	snow
farmer	farm	fast	farm	barn	farm
lives	little	letter	lesson	letter	letter

Table 1

Year	1990	1991	1992	1993	1994	1995
1990	100	100	100	100	100	100
1991	100	100	100	100	100	100
1992	100	100	100	100	100	100
1993	100	100	100	100	100	100
1994	100	100	100	100	100	100
1995	100	100	100	100	100	100

Table 2

Year	1990	1991	1992	1993	1994	1995
1990	100	100	100	100	100	100
1991	100	100	100	100	100	100
1992	100	100	100	100	100	100
1993	100	100	100	100	100	100
1994	100	100	100	100	100	100
1995	100	100	100	100	100	100

Section e.Lesson 56

see	can
can	bus
bus	see
bell	bell
here	kite
kite	here
dear	store
store	party
party	dear
help	finds
finds	help
ready	ready
have	looked
monkey	monkey
looked	have

Lesson 57

and	let
saw	dog
let	and
cut	saw
dog	cut
his	look
look	play
good	tree
play	his
tree	good
shop	this
just	when
ride	just
when	ride
this	shop
very	very
glad	from
went	take
take	went
from	glad

Lesson 58

come	came
could	cold
came	could
cake	come
cold	cake

four	fresh
flour	friends
from	flour
friends	four
fresh	from

want	went
were	which
where	want
went	were
which	where

stay	stay
store	straw
soft	story
story	soft
straw	store

Lesson 59

think	their
their	they
thank	then
they	think
then	thank

wheat	ate
eat	wheat
seat	elf
ate	eat
elf	seat

going	morning
jumping	getting
sitting	sitting
morning	jumping
getting	going

children	church
chimney	chair
church	children
chair	chimney
chicken	chicken



Lesson 60

family	fresh	after	brother
funny	friends	butcher	helper
faster	flour	helper	letter
fresh	from	another	after
friend	four	brother	leather
from	family	mother	butcher
flour	funny	leather	mother
four	faster	letter	another

country	early
monkey	story
ready	country
chimney	happy
story	good-by
goodby	monkey
early	chimney
happy	ready

Section f.Lesson 61

on	is	at	in	if
am	can	no	in	it
but	yes	boy	bed	out
wet	why	way	set	tag
cat	fog	can	not	man
say	was	sat	way	saw

Lesson 62

want	what	who	went	why
this	they	their	with	them
never	bread	brown	break	drink
fast	first	friend	frost	fried
talked	worded	walked	worked	wanted
certain	carried	counted	curtain	crowded

Table 1				
Summary of Data				
Year	Q1	Q2	Q3	Q4
2010	100	120	110	130
2011	110	130	120	140
2012	120	140	130	150
2013	130	150	140	160
2014	140	160	150	170
2015	150	170	160	180
2016	160	180	170	190
2017	170	190	180	200
2018	180	200	190	210
2019	190	210	200	220
2020	200	220	210	230
2021	210	230	220	240
2022	220	240	230	250
2023	230	250	240	260
2024	240	260	250	270
2025	250	270	260	280
2026	260	280	270	290
2027	270	290	280	300
2028	280	300	290	310
2029	290	310	300	320
2030	300	320	310	330
2031	310	330	320	340
2032	320	340	330	350
2033	330	350	340	360
2034	340	360	350	370
2035	350	370	360	380
2036	360	380	370	390
2037	370	390	380	400
2038	380	400	390	410
2039	390	410	400	420
2040	400	420	410	430
2041	410	430	420	440
2042	420	440	430	450
2043	430	450	440	460
2044	440	460	450	470
2045	450	470	460	480
2046	460	480	470	490
2047	470	490	480	500
2048	480	500	490	510
2049	490	510	500	520
2050	500	520	510	530
2051	510	530	520	540
2052	520	540	530	550
2053	530	550	540	560
2054	540	560	550	570
2055	550	570	560	580
2056	560	580	570	590
2057	570	590	580	600
2058	580	600	590	610
2059	590	610	600	620
2060	600	620	610	630
2061	610	630	620	640
2062	620	640	630	650
2063	630	650	640	660
2064	640	660	650	670
2065	650	670	660	680
2066	660	680	670	690
2067	670	690	680	700
2068	680	700	690	710
2069	690	710	700	720
2070	700	720	710	730
2071	710	730	720	740
2072	720	740	730	750
2073	730	750	740	760
2074	740	760	750	770
2075	750	770	760	780
2076	760	780	770	790
2077	770	790	780	800
2078	780	800	790	810
2079	790	810	800	820
2080	800	820	810	830
2081	810	830	820	840
2082	820	840	830	850
2083	830	850	840	860
2084	840	860	850	870
2085	850	870	860	880
2086	860	880	870	890
2087	870	890	880	900
2088	880	900	890	910
2089	890	910	900	920
2090	900	920	910	930
2091	910	930	920	940
2092	920	940	930	950
2093	930	950	940	960
2094	940	960	950	970
2095	950	970	960	980
2096	960	980	970	990
2097	970	990	980	1000
2098	980	1000	990	1010
2099	990	1010	1000	1020
2100	1000	1020	1010	1030

Section g.Lesson 63

We have a new dog.

dog

It is a black and white dog.

The name of our dog is Jack.

He is a very big dog.

See the yellow bird.

bird

This bird is very pretty.

He lives in a bird cage.

Every day we feed our bird some seeds.

Sing little bird sing!

Grandfather planted a garden.

garden

Into the garden he put many seeds.

Vegetables will grow in our garden.

What fun it will be to eat things from our garden.

Lesson 64

party Susan had a birthday party. At the party we played games. The boys had a parade, but the girls painted pictures. After the party, we rode home in our pretty new car.

farm Four of our friends came from the farm. They rode with the farmer. On the farm they saw a funny family of ducks. They had fun on the farm looking at all the farm animals in the barn.

was This morning we saw Tom. He was running because he was late for school. The bell was ringing and he saw many children going in ahead of him because he was the last one. When Miss Gray saw him she was surprised because he was late.

UNIT E

Section a.Lesson 65

w	wee	saw	will	barn	were	what
o	one	other	car	very	open	once
c	she	came	caught	car	not	calf
a	after	rain	again	was	an	apples
s	hare	some	soon	time	said	see
g	guess	give	just	girl	your	goat
m	read	money	mouse	make	milk	name
k	keep	find	kill	kite	this	kitten

Lesson 66

e	cow	eat	elf	every	ate	engine
y	yes	yellow	jumped	your	young	you
t	take	stop	tree	fast	two	ten
l	like	little	into	laugh	kite	let
r	red	rooster	never	ready	net	rain
h	horse	hurry	pretty	hen	horn	made
f	head	father	this	from	friends	faster
i	into	one	if	laugh	ice	isn't

Lesson 67

j	jump	place	just	joke	jam	jolly
n	neighbor	new	near	need	name	many
u	under	milk	us	now	uncle	upon
b	birthday	dinner	bail	party	been	brown
p	party	dog	paw	pair	goat	please
q	queer	paint	quickly	good	quiet	quack
d	baby	doll	dinner	porch	door	drink
g	girl	green	put	gave	bread	get

Section b.Lesson 68

w	cow	saw	my	flew	had	caw
s	toys	snow	babies	cross	guess	five
k	walk	black	boat	ask	had	bark
g	blue	tag	big	green	long	bring
m	am	him	run	trim	many	from
e	came	make	tree	ears	alone	cars
l	will	laugh	careful	animal	felt	tail
y	toy	yellow	monkey	hello	every	cry

Lesson 69

t	best	this	that	want	night	ball
n	win	high	brown	engine	nest	again
r	rain	father	store	their	ever	barber
f	calf	farm	chaff	soft	half	wolf
b	crib	tub	end	hop	knob	crab
p	had	play	stop	jump	coup	romp
d	round	crumb	heard	shop	errand	did
g	flag	strap	running	long	ground	hang

Section c.Lesson 70

<u>w</u>	<u>m</u>	<u>s</u>
was	make	same
went	name	snow
under	must	read
where	monkey	toys
yellow	what	soon
<u>y</u>	<u>k</u>	<u>t</u>
yard	ask	take
your	kitten	them
hurry	know	then
year	pretty	turkey
young	kind	laugh
<u>r</u>	<u>l</u>	<u>a</u>
running	letter	over
round	looked	every
very	today	after
reach	lunch	again
rabbit	feathers	away
<u>c</u>	<u>o</u>	<u>e</u>
chair	other	grass
orange	once	please
could	often	girl
cut	two	garden
engine	over	give

Lesson 71

<u>v</u>	<u>h</u>	<u>f</u>	<u>l</u>
village	happy	face	joke
vines	helping	table	jacket
very	hammer	feather	great
water	number	floor	juicy
upstairs	hiding	light	your
violet	heard	forest	jar
visitors	hopped	field	jolly
<u>n</u>	<u>u</u>	<u>i</u>	<u>b</u>
now	umbrella	itself	begin
magic	upon	into	drink
might	woman	loud	beside
half	upstairs	isn't	birthday
moon	under	inch	policeman
noise	nickel	ice	bring
news	uncle	tail	busy
<u>p</u>	<u>q</u>	<u>d</u>	<u>g</u>
pair	queer	dress	guess
proud	paper	peep	ground
people	quickly	different	piece
great	quiet	dance	goes
quietly	gave	drink	doors
plenty	dance	prince	grow
doors	queen	beautiful	quick

Section d.Lesson 7.y

lay

money

yes

plenty

suddenly

e

once

pen

piece

catch

leave

u

team

room

screen

much

drum

k

king

talk

back

drink

dark

s

suits

stairs

this

something

grass

w

paw

screen

blew

slow

sew

i

smiling

school

shall

rabbit

still

g

egg

song

frog

trap

rug

o

into

magic

also

who

hello

Lesson 73

<u>r</u>	<u>f</u>	<u>n</u>
shorter	elf	news
poor	sniff	burn
rather	four	noon
smart	half	send
queer	puff	often
sister	calf	kitten
<u>n</u>	<u>g</u>	<u>t</u>
with	strong	smart
even	pretty	bite
church	singing	must
wish	helped	about
laugh	young	went
flag	tag	then
<u>b</u>	<u>d</u>	<u>p</u>
scrub	hard	sleep
crab	keep	trap
rabbit	round	pond
crib	snipped	shop
knob	queer	supper
slap	wanted	bump

Section e.Lesson 74

come	this	many
faster	walk	milk
coat	winter	town
many	way	morning
carry	basket	hurry
clean	wish	make
ride	very	say
road	and	into
pretty	another	sleep
raining	place	laughs
over	airplane	surprise
rope	apple	snow
cold	game	soon
open	wanted	engine
over	give	door
other	help	every
hot	girls	eat
once	getting	street

Lesson 75

very	yellow	flower
send	heard	time
valentine	jump	today
visit	yes	laughed
every	year	town
voice	your	tree
large	number	help
trees	rabbit	church
horse	round	hungry
land	higher	funny
into	ring	hurt
longer	nest	house
friends	girls	number
three	sled	must
puff	just	new
family	feed	hello
faster	joke	never
flying	jumped	upon

Lesson 76

kitchen

mind

under

hill

ice

umbrella

stick

field

us

kitten

if

new

kind

into

uncle

knew

iron

much

yellow

dinner

gave

yesterday

birthday

quickly

zebra

big

dress

every

glad

goats

yourself

babies

present

young

barn

ground

drink

proud

balloon

porridge

queer

goes

party

quack

done

queen

quiet

pull

bank

dance

dime

pair

quickly

drink

Section f.Lesson 77

saw

stand

nights

blow

him

says

bump

them

friends

flew

name

cries

how

scream

dress

went

farm

three

big

when

story

singing

ice

yes

long

and

every

green

game

hurry

engine

horse

many

fishing

some

away

kitten

paint

blue

black

white

shovel

work

nest

smell

block

boat

ball

chickens

dirt

doll

stick

bright

let

Lesson 78

into

street

church

two

hair

with

out

neighbor

wish

hello

their

child

no

road

enough

own

faster

straw

four

again

tub

huff

been

tap

sniff

farm

crab

wife

rain

sang

elf

plant

crumb

if

kitchen

before

land

sang

scrub

stop

painted

friend

hop

running

sliding

jump

jump

wanted

pretty

flag

bird

snip

long

stopped

Section g.Lesson 79

after	again	chair	another	milk	apples	away
could	each	country	called	coming	road	cake
wait	want	were	saw	window	wish	when
other	into	over	our	rained	open	old
many	milk	morning	nuts	swim	man	most
sister	miss	street	some	three	soon	saw
give	grass	green	having	garden	dig	girl
engine	eat	every	ate	elves	empty	candy
very	yellow	village	eleven	vines	visit	violet

Lesson 80

yes	yellow	eyes	every	your	young	yard
kitten	wish	know	kept	kitchen	neck	kind
talk	take	live	time	today	toys	little
little	hello	looked	tell	letter	like	light
room	ready	running	name	rabbit	made	not
house	hello	laugh	himself	how	wish	helping
five	half	face	farm	that	fair	feathers
into	its	being	if	itself	music	inch
joke	jumping	jelly	great	kitten	jam	just

Lesson 81

name	magic	neck	news	under	number	noise
under	umbrella	upstairs	nose	upon	sun	uncle
boat	dance	being	pump	begin	busy	bright
play	goat	people	queens	piece	picture	dark
queen	great	quickly	paper	quiet	black	queer
dinner	dance	point	dark	brown	dress	goes
grass	quiet	ground	basket	guess	plenty	get
now	numbers	hill	snow	noon	men	name
father	field	three	floor	left	after	flower

Section h.Lesson 82

dog	going	egg	glad	often	bag	frog
pass	weeds	pins	six	those	perhaps	news
bloom	become	room	seem	bottom	men	climb
hello	another	onto	too	soon	two	own
snow	flew	caw	some	window	knew	seem
pull	nickel	shall	sent	roll	people	sell
right	point	table	left	half	smart	must
walk	back	stick	kitten	work	match	think
suddenly	only	year	quickly	pretty	paper	lay

Lesson 83

have	every	slide	joke	noise	land	large
sudden	round	noon	sent	when	own	than
elf	puff	if	few	himself	few	sniff
laugh	church	wash	bath	hurt	light	month
star	father	over	ten	together	year	start
road	drop	proud	kind	song	wished	slide
sleep	skip	need	hop	jump	tub	people
lamb	cup	scrub	skip	stood	tub	sing
ring	paper	long	getting	keep	should	big

Section 1.Lesson 84

after	again	snow	away	about	ago
called	coming	could	each	country	car
we	where	were	what	very	was
over	carry	oldest	only	other	open
money	music	woman	many	much	mother
stood	skip	flies	the	singing	story
queens	quietly	queen	present	quickly	queer
everyone	end	else	ever	carry	eleven
umbrella	valentine	very	violet	vine	village



Lesson 35

yes	your	you	happy	years	yellow
kept	kind	knew	horse	know	kettle
table	these	train	flour	truck	trifle
letter	trap	little	looked	like	longer
round	number	reach	rabbit	roll	rope
nickel	happy	hello	home	helping	house
fresh	funny	high	feet	faster	family
ink	into	itself	ill	into	sister
just	yet	jumped	joke	jacket	jar

Lesson 36

next	note	never	must	night	number
unless	until	use	upset	must	upon
dirty	brook	boil	belong	begin	better
perhaps	piece	pumpkin	door	proud	paper
many	mouth	winter	mean	matter	most
queer	quickly	green	quiet	queen	question
dinner	don't	blow	door	doll	doesn't
pond	grass	girl	give	grandfather	garden
never	noon	under	need	night	none

Section 1.Lesson 57

cow	clown	plow	flew	blow	claw	
two	do	hello	open	into	ago	
him	cream	arm	game	farm	them	am
cross	bugs	goes	babies	nest	guess	yes
fell	call	clean	tell	bowl	troll	fill
start	float	train	almost	cart	grunt	bit
black	chicken	talk	neck	walk	bark	tack
every	early	yesterday	friendly	busy	any	cry
box	mix	coax	fox	boy	wax	ax

Lesson 58

smile	these	wife	write	geese	feed	noise
letter	roar	shorter	little	paper	under	chair
with	sandwich	laugh	think	dish	bath	rough
if	sniff	left	puff	half	roof	calf
oven	began	hammer	clown	rain	earn	clean
climb	thump	crumb	bib	crab	tub	lamb
skip	stop	keep	painted	soap	jump	lamp
long	fishing	flag	trip	strong	evening	bug
stood	errand	bad	field	behind	scrub	read

Section k.Lesson 88at

"See my surprise," said Sally.

"I have some tiny new red beads.

I saw one of them fall out of the box.

My sister will help me to string them.

Then we can wear them to school tomorrow.

How pleased the teacher will be to see them!"

hw

Every night a huge black horse went

galloping by our house. When we saw

him, he was always in a hurry. We wondered

where he was going. Do you think he was

taking his little friends to Sleepy Town?

Lesson 30

n
j
c
s

Fluff can run and jump. She is such a funny cat. She is yellow with white spots. She can climb up onto the cupboard. One day, she jumped onto the jam jar, and it fell out of the cupboard with a loud crash. Mother just laughed, but Fluff did not think it was a joke. She jumped under the bed and wouldn't come out.

b
p
d
g

"Open the door," said Ted. "This is my birthday and I want to go in and see my presents." Peggy opened the door, and Ted ran to get the pretty packages. The biggest one was a great big bass drum. Then he opened a blue box and found a dandy pair of skates. Mother gave him two beautiful books, a dart game, and a pair of bright red boots. At dinner he found a dollar bill under his plate. Father must have put it there.

UNIT F

Section a.Lesson 91

bi	bird	black	big	brown
ma	man	many	milk	name
ge	game	get	girl	general
no	nose	pony	not	nothing
pa	paper	party	paint	pretty
ho	home	hurry	horse	hop
la	late	little	laugh	flag
to	today	take	town	too
wa	when	walk	wait	waive

Lesson 92

fa	few	far	fair	face	family	faster
be	bed	bear	sleep	beat	began	hear
ea	eat	engine	ears	elf	each	early
hi	him	high	her	hive	hunt	hill
mo	mop	must	nose	morning	mouth	most
ca	car	carry	catch	each	caught	chair
fe	feet	field	feast	found	fed	team
ki	hit	kitchen	kettle	kitten	kind	kite
lo	top	long	love	loud	liked	lost

Lesson 93

ch	chin	chair	children	watch	shoe	
bl	blue	black	flower	blocks	brown	
fr	fly	fresh	from	train	frog	free
sc	school	scream	search	scrub	scat	seat
tr	from	tree	train	truck	than	true
st	stop	snow	station	stay	sweet	stairs
gl	glad	glass	grow	girl	gloves	growl
wh	wheat	chin	where	who	which	chain
th	bath	there	those	laugh	thank	that

Lesson 94

br	brown	brother	chair	bread	from	break
cl	slow	class	climb	other	clothes	clean
dr	dress	drop	stop	draw	dream	dwarf
sw	sweet	story	sway	swing	tweet	swim
sp	stop	speak	spin	open	spring	spend
pr	proud	promise	pretty	trees	price	print
dr	drop	road	drink	drive	duster	dream
st	slower	stand	steps	store	stone	song
fl	flag	flour	glad	flame	frozen	flock

Lesson 95

pl	play	flower	plenty	clown	please	flies
gr	grow	drink	ground	bread	green	pretty
sn	snow	shall	smell	sneeze	snip	stops
th	then	thank	where	those	flower	things
br	brat	brought	drank	grass	brown	bright
dr	dry	please	drop	brick	draw	great
ch	chair	showed	chimney	cloud	child	chop
bl	played	blue	black	glad	flame	blind
sm	small	snipped	snail	smell	some	smile

Lesson 96

cl	clap	clown	crow	clean	clear	chain
fl	floor	flower	rifle	flood	slap	float
wh	why	should	where	those	what	wheat
st	stick	stile	slide	stood	shine	story
sw	swing	snow	sweet	small	swim	sway
sh	show	shoes	what	snap	short	shake
pr	please	proud	pretty	flag	prince	present
fr	friend	from	trunk	fruit	front	frozen
gl	please	glass	gloves	blue	glad	floor

Section b.Lesson 87

large	land	looked	late	lamb
pond	please	point	policeman	proud
rope	pear	roll	roar	round
such	sure	sudden	sneeze	summer
might	mind	miss	mean	magic
tent	then	ten	terrible	that
watch	warm	water	while	waste
field	float	five	fishing	full
hill	hide	himself	hit	hunt

Lesson 88

swim	sweet	smile	swing	snow	sway
drink	draw	farm	dress	drop	board
chair	clean	child	cheese	chicken	chest
glad	gloves	crumb	grow	glasses	flour
small	smile	smart	snail	smallest	sway
swing	swim	smaller	swan	snapped	string
they	thank	shape	those	throw	change
train	frost	treat	trees	cream	troll
crack	cries	crumbs	broken	chair	cry

Lesson 99

blue	blacker	played	blanket	floor	blind
chop	chain	chance	should	chest	cries
pretty	prince	drank	proud	quiet	prayer
friend	fresh	train	from	float	frog
brown	drop	bring	bright	pretty	bread
grass	green	quickly	prince	ground	bright
snip	smart	snowing	snail	ship	sniff
drink	draw	proud	dress	brown	drank
glass	glue	flew	gloves	glad	plenty

Section c.Lesson 100

spin	black	drop	child
blue	frog	store	drink
from	spoon	chair	stop
school	sweet	grade	bread
pretty	this	flower	shall
swim	scrub	brook	green
there	proud	should	fly
troll	please	smile	snail
cry	glad	what	chicken
glass	slide	flag	small
playing	crumb	snowing	where
slow	tree	chop	flying

Lesson 101

chair	drank	snow	track
should	beast	drown	great
snows	stay	bread	smell
pleased	flags	green	prince
beautiful	snipped	proud	should
flower	played	trailer	brown
drink	children	small	snail
stories	shall	shovel	dread

Section d.Lesson 102

<u>great</u>	<u>small</u>	<u>pretty</u>	<u>flags</u>	<u>when</u>	<u>crow</u>
story	smart	bread	flour	swim	crowd
green	should	practice	please	where	brown
playing	smell	prince	from	these	crown
gray	snowing	dropped	flown	what	crying
treat	smile	prays	think	which	drop
ground	spoon	proud	floor	who	from

Lesson 103

<u>brown</u>	<u>snowing</u>	<u>drank</u>	<u>glad</u>	<u>swim</u>	<u>please</u>
drown	sniff	dry	flag	smart	plenty
broken	shoulder	brought	glass	sweet	flower
prance	snake	prank	grand	swing	played
bread	small	drink	glare	snapped	plane
green	sneeze	drop	blew	swan	glass
breakfast	shore	from	glow	sweater	playing
blue	stone	drown	glance	shade	blacker

Section e.Lesson 104

rd	hard	bear	board	heard	cart
tn	with	sixth	they	bath	both
sk	ask	skip	desk	mask	basket
ed	hundred	tried	ride	snowed	often
st	story	best	fist	must	biggest
ap	thump	sound	lamp	pumpkin	jump
nd	found	lump	jumped	send	round
ng	sing	wings	smiling	going	bring
er	father	shorter	oven	sure	better

Lesson 103

sh	wash	shoes	dish	runs	dash
lp	could	help	plays	himself	half
rn	turn	barn	ears	corner	lantern
ft	little	soft	half	left	lift
rl	girl	curl	hurt	snarl	pearl
nd	round	dump	mind	heard	stand
ng	strong	night	large	sing	sang
mp	thump	help	found	damp	lump
rm	warm	turn	room	firm	lantern

Section f.Lesson 106

ran	can	boy	pan	man	find
fun	for	sun	ste	run	cat
cow	now	how	can	toy	bow
sing	said	ring	wing	goes	thing
get	tap	let	gun	set	met
wall	ball	hunt	tall	find	fall
tag	bag	rag	pig	wag	tape
had	hope	hay	bad	sad	mad
sit	sew	sit	bit	get	nit

Lesson 107

but	bat	cat	sit	not	nut	not
day	say	dog	rat	hay	may	toy
fun	for	run	man	ham	cup	hum
him	hem	hem	slim	dim	tin	hit
told	full	cold	toll	hold	help	tale
hen	ten	man	then	pin	hem	when
cat	can	sat	sit	rat	fat	cap
bell	ball	will	tell	bill	tell	bull
not	hot	hat	note	lot	sit	pot

Section g.Lesson 108

<u>toy</u>	<u>but</u>	<u>not</u>	<u>tap</u>	<u>see</u>	<u>far</u>
man	too	see	four	cup	one
rake	cut	toy	soft	ball	car
joy	name	not	cap	see	some
saw	nut	said	men	girl	tar
boy	find	cot	nap	bee	bed
let	rut	lot	rap	tent	star

Lesson 109

<u>cap</u>	<u>sia</u>	<u>did</u>	<u>same</u>	<u>will</u>	<u>burn</u>
cat	rag	bib	cane	call	farm
rap	lip	hid	cows	half	turn
car	dig	mad	came	will	hurt
had	rug	died	name	felt	earn
cup	dog	rid	tame	kill	calf
tap	peg	find	owe	well	born
nap	hog	bid	home	held	high

Section h.Lesson 110

bump	drink
wish	curl
thank	farm
warm	jump
girl	wash
bark	ask
heard	cart
rough	work
hurt	word
ask	high
church	going
want	held
sing	watch
turn	absent
cold	barn

Lesson 111

round	hold
jump	sunk
could	young
turn	kept
slept	swarm
farm	lamp
ring	barn
think	mend
sister	surely
listen	ticket
stopped	duck
market	other
black	hurry
country	turkey
monkey	often
gaily	jumped

Section 1.Lesson 112

<u>much</u>	<u>night</u>	<u>strong</u>	<u>hurt</u>	<u>hungry</u>	<u>front</u>
chair	ought	with	warm	every	frog
watch	don't	sing	hard	hunted	want
turn	eight	jump	start	merry	farm
which	round	among	burn	monkey	end
help	calf	hung	short	slippery	count
		bark	heart	greener	can't
				try	sent

Lesson 113

<u>brother</u>	<u>suddenly</u>	<u>hoped</u>	<u>middle</u>
hasten	pretty	splendid	travel
paper	jolly	blanket	little
basket	anybody	nicest	felt
shorter	surely	clothes	puddle
picture	honey	painted	palace
cubbard	grocery	starter	wooly
neither	quickly	honey	sparkle
matter	liberty	closed	wonderful
curve	dirty	money	possible
often	softly	darted	splendid
remember	easily	decided	rattle

Section 1.Lesson 114

girl	bird	first	third
cattle	fat	match	Saturday
older	serve	errand	bigger
where	whistle	anywhere	what
loud	out	about	round
hard	arms	car	farther
hurry	airy	Jerry	flurry
forget	let	letter	wetter
stay	hay	layer	playing

Lesson 115

how	town	owl	cows	rowing
bath	this	rather	another	those
stand	thank	ant	sing	bank
happily	loudly	brightly	nicely	suddenly
ladder	had	add	glad	tadpole
first	worst	thirsty	burst	bursting
told	older	coldest	holding	folded
went	enter	tents	absent	went
black	jacket	quack	track	tackle

Lesson 116

cradle	saddle	puddle	ladle	meddle
hair	fair	airy	chair	laird
wishes	fish	swish	fished	dishes
later	gate	crate	lately	immediate
make	baker	wakes	taken	flake
station	state	stable	estate	stage
hear	beard	ear	fearing	fears
chain	raining	main	stains	faint
ground	sounds	rounder	pounding	around

CHAPTER IV

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Flashcards for
Unit D Section f
Lessons 61 and 62



COLUMBIAN NATIONAL GLASP NO. 93N

THE UNITED STATES ENVELOPE CO. PRINCETON, MASS.
4 1/2 x 6 1/2

Unit D Section f
Lesson 61

CARD 1.

at

Unit D. Section f
Lesson 61

CARD 2.

no

Unit D. Section f

Lesson 61

CARD 3.

boy

Unit D. Section f
Lesson 61

CARD 4.

wet

Unit D. Section f.

Lesson 61

CARD 5.

can

Unit D. Section f.
Lesson 61

CARD 6.

saw

Unit D. Section f

Lesson 62

CARD 1.

want

Unit D. Section f.

Lesson 62

CARD 2.

their

Unit D. Section f.

Lesson 62.

CARD 3.

brown

Unit D. Section f
Lesson 62

CARD 4.

first

Unit D. Section f.
Lesson 62.

CARD 5.

worked

Unit D Section f.
Lesson 62

CARD 6

carried

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